**K-5ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Sisk** | | **Grade: 3** | | | **Date(s)**: August 29-30 |
| **Unit Title: Prove: It!** | | | **Corresponding Unit Task: 1 Text Evidence Organization** | | |
| **Essential Question(s): How do readers use textual evidence to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student: Several readable on grade level fairy tales**  **Scott Forseman Reading Street: The Ant and the Grasshopper** | | | | **audience –** a group of listeners or spectators  **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **stories -** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth  **moral**- the lesson in a story, what the author wants you to learn | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice(center)  ×Independent | **Reading**  **Standards: RL3.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for answers**  **RL 3.7 Use information gained from the text and illustrations to help demonstrate understanding of the text.**  **I Can Statement(s): I can read the text fluently.**  **I can understand and retell what I have read.**  **I can answer questions about the text by locating information in the text.**  **I can explain my answers by referring to the text for support.**  [**I can statements Task 1 Prove it!.docx**](I%20can%20statements%20Task%201%20Prove%20it!.docx)  **Instructional Plan:**  **Day I**  **TW explain what text evidence is and show the definition.**  <https://www.teachingchannel.org/videos/developing-characters-for-writing?fd=1>  **SW write the definition in their journal entry for the day. TW model how to think aloud while reading using thinking clouds. TW read the story: *The Ant and the Grasshopper or Two Bad Ants*** (Scott Forseman Reading Street)  <http://www.monet.k12.ca.us/curriculum/englishla/thinkclouds/MC_EngSpanThinkClouds_LH0226.pdf> .  **TW ask volunteers to read aloud a question about the story that has been placed in their table group. TW model finding the answers to the text questions and recording the answers citing text evidence on the recording sheet.**    Claim: The two ants behaved badly.  Evidence: Find 6 sources of evidence for their behavior.  Claim: The ant worked hard.  Evidence: Find 4 sources of evidence to support this trait.  <http://members.enchantedlearning.com/books/stories/threelittlepigs/>  **Day II**  **TW review how we located text evidence and cited the page number and paragraph where the information was located. Student will be given a fairly tale/ folk tale reading passage to read aloud with a partner. \*SW retell the passage to each other after reading. SW answer text questions about the story using the modeled text evidence procedures(A trait of the main character is:\_\_\_\_\_). TW circulate to help student accurately locate appropriate evidence for the questions and record the evidence appropriately.**    **\*If teacher has not yet established norms for partner work, that should be done prior to this activity.**  [**Group WorkParnter Work Expectations.doc**](Group%20WorkParnter%20Work%20Expectations.doc)  **Day III**  **TW explain and discuss the purpose for SSR and how to choose an appropriate book choice. (5 finger method) Teacher will aid students in choosing a text from a selected group of fiction texts in the classroom library that they can read ongoing and that is on their level. This first choice will be a fiction text. Students will read a fiction SSR text for 15 minutes and then respond to questions that require using the text evidence procedure. TW assist in book selection and in documenting text evidence.**    **\*Students will keep their free reading book at their desk for independent reading** | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice(center)  ×Independent | **Writing**  **Standards: W3.4, W3.10With support from adults SW produce writing in which the development and organization are appropriate to the task**  **I Can Statement(s): I can write clear answers to questions asked about a text in complete sentences.**  **I can support my writing with evidence from the text.**  [**I can statements Task 1 Prove it!.docx**](I%20can%20statements%20Task%201%20Prove%20it!.docx)  **Instructional Plan: After completing each reading entry in Parts I, II, III SW use the same text evidence graphic organizer to collect information from the text and to respond appropriately based on the text they have read.** | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice(center)  ×Independent | **Word Study**  **Standards: I 3.1 Produce simple, compound and complex sentences.**  **I3.2 Demonstrate command of the conventions of English language: capitalization, punctuation and spelling when writing.**  **I Can Statement(s): I can identify a complete sentence.**  **I can make a fragment a complete sentence.**  **I can make a simple sentence into a compound or complex sentence.**  **I can correctly capitalize at the beginning of each sentence I write.**  **I can put the correct punctuation at the end of each sentence that I write.**  [**I can statements Task 1 Prove it!.docx**](I%20can%20statements%20Task%201%20Prove%20it!.docx)  **Instructional Plan: TW post several phrases from the initial text read. Class will read aloud the phrases and as a class makes a quick think decision as to if they are or are not complete sentences. TW then lead a discussion as to what makes a complete sentence. As students suggest ideas that are characteristics of a complete sentence, TW post these on a list or anchor chart to be kept visible in the room. Characteristics that should be included are:**  **\*contains a subject/noun**  **\*contains a predicate/what the subject did**  **\*contains an action or linking word/verb**  **\*Begins with a capitol letter \*Ends with a correct punctuation mark (. ! ?)**  **TW model using the phrases, how to change these into complete sentences by using the anchor chart the class has created.**  [**Sentence or not.docx**](Sentence%20or%20not.docx)  **TW then give table groups\* a baggie of statements to sort into complete and incomplete sentences. As a group they will glue down the complete sentences and then glue down the incomplete sentences on a piece of paper. For each incomplete sentence, the group will be asked to rewrite the statement as a possible complete sentence.**  **\*If teacher has not yet established norms for small group work, that should be done prior to this activity.**  **SW continue to practice complete sentence writing as they respond to the text evidence questions from the reading and writing components of this plan.** | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Speaking & Listening**  **Standards: SL 3.1 engages collaboratively in a range of discussions with diverse partners on grade 3 topics. SW come prepared and follow agreed upon rules.**  **SL 3.6 speaks in complete sentence in order to provide requested detail or feedback.**  **I Can Statement(s): I can identify what a complete sentence looks and sounds like.**  **I can use complete sentences to respond to questions in class.**  **I can ask questions using complete sentences.**  **I can speak up in class using the agreed upon rules.**  [**I can statements Task 1 Prove it!.docx**](I%20can%20statements%20Task%201%20Prove%20it!.docx)  **Instructional Plan: TW review norms created on day one for speaking and listening in class referring to the anchor chart created. SW use these norms as they discuss with their table group in a round robin style if the sentences are complete or incomplete and why.**  [**beginnning year\Group WorkParnter Work Expectations.doc**](beginnning%20year/Group%20WorkParnter%20Work%20Expectations.doc)  **TW make small copies of the I Can Statements for speaking and listening for students to use as they complete lesson discussions on reading/writing and word study.**  **SW be asked at the end of each discussion to tell a classmate what they did well as a listener or speaker. SW also will be asked to tell what they did well and establish a goal for improvement for the next discussion.** | | | | |
| **Closing/Summarizing Strategy**  **Center Activities** | **SW post the speaking and listening I can statements in their journal . they will write 3-4 sentences telling what they did well in their group, what a partner did well, and what they want to work on next time.**  **Reading Center:** **SW practice reading fluency with a partner. SW pick a fluency passage from the basket (passages are from the Scott Forseman Reading Street: Alternative Assessments) SW read the passage aloud three times to a buddy. If student gets stuck, buddy will help him/her figure out tricky word. SW switch roles and continue with process and different passages. After a student has read the passage three times, the partner will ask the reader to retell the passage without looking. The partner will prompt the reader as necessary to retell the story.**  **Speaking/Listening Center: SW draw a detailed picture of something they did over the summer. SW then tell a partner about their picture being sure to use complete sentences, details and order of events. The partner should listen carefully to the story, ask questions if something is missing and then retell the story to the “author.” Students should have an opportunity to be in each role and should use the class anchor chart to monitor speaking and listening skills.**  **Word Study Center: SW make flip books that take a phrase or simple sentence written on the front of the flip book and then create the phrase into a compound or complex sentence correctly. Students will complete 5 or more examples and share them with a group buddy.**  **Writing Center: Using one of the sentence frames provided and a text from the selection in the bucket, the SW read the text independently and complete the sentence frames giving text evidence for each response.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **What character in the story had traits most like you? Which evidence from your life and the story support this?**  **Write, draw or create a diagram** | | **Be sure folktale the student is working with is a “stale” text. Possibly allow to work with the same tale that teacher used for modeling.**  **Use sticky notes to mark where text evidence to answer questions might be located.** | | | **Provide sentence starters to answer text evidence questions.**  **Be sure folktale the student is working with is a “stale” text. Possibly allow to work with the same tale that teacher used for modeling.**  **Use sticky notes to mark where text evidence to answer questions might be located.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):The student independent graphic organizer will provide evidence on the ability to collect text evidence and as evidence for knowledge of complete sentences. The student journal responses for speaking and listening can be used to monitor growth for these skills.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*